
English Standards of Learning

for
Virginia
Public Schools



**Board of Education
Commonwealth of Virginia**

January 2010

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for Virginia Public Schools

**Adopted in January 2010 by the
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Notice to Reader

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Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, and communicate. They should be prepared to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students analyze what they read and apply that learning. Both reading in other content areas and reading of nonfiction texts are essential for all students. Students' appreciation for literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and

students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, expository, and persuasive/argumentative skills. Daily writing experiences are essential for all students.

Research standards are also developed across grade levels. In kindergarten through third grade, research skills are incorporated in the reading and writing strands. In grades four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product.

Technology enhances student learning and supports instruction in reading, writing, and research. In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student learning, assisting students to produce effective written and oral communication.

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
 - b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
 - c) Participate in oral generation of language experience narratives.
 - d) Participate in creative dramatics.
 - e) Use complete sentences that include subject, verb, and object.
- K.2 The student will expand understanding and use of word meanings.
- a) Increase listening and speaking vocabularies.
 - b) Use number words.
 - c) Use words to describe/name people, places, and things.
 - d) Use words to describe/name location, size, color, and shape.
 - e) Use words to describe/name actions.
 - f) Ask about words not understood.
 - g) Use vocabulary from other content areas.
- K.3 The student will build oral communication skills.
- a) Express ideas in complete sentences and express needs through direct requests.
 - b) Begin to initiate conversations.
 - c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - d) Listen and speak in informal conversations with peers and adults.
 - e) Participate in group and partner discussions about various texts and topics.
 - f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.
 - g) Follow one- and two-step directions.
 - h) Begin to ask how and why questions.
- K.4 The student will identify, say, segment, and blend various units of speech sounds.
- a) Begin to discriminate between spoken sentences, words, and syllables.
 - b) Identify and produce words that rhyme.
 - c) Blend and segment multisyllabic words at the syllable level.
 - d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).
 - e) Identify words according to shared beginning and/or ending sounds.

Reading

- K.5 The student will understand how print is organized and read.
- a) Hold print materials in the correct position.
 - b) Identify the front cover, back cover, and title page of a book.
 - c) Distinguish between print and pictures.
 - d) Follow words from left to right and from top to bottom on a printed page.
 - e) Match voice with print. (concept of word).
- K.6 The student will demonstrate an understanding that print conveys meaning.
- a) Identify common signs and logos.
 - b) Explain that printed materials provide information.
 - c) Read and explain own writing and drawings.
 - d) Read his/her name and read fifteen meaningful, concrete words.
- K.7 The student will develop an understanding of basic phonetic principles.
- a) Identify and name the uppercase and lowercase letters of the alphabet.
 - b) Match consonant, short vowel, and initial consonant diagraph sounds to appropriate letters.
 - c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
 - d) Identify beginning consonant sounds in single-syllable words.
- K.8 The student will expand vocabulary.
- a) Discuss meanings of words.
 - b) Develop vocabulary by listening to a variety of texts read aloud.
- K.9 The student will demonstrate comprehension of fictional texts.
- a) Identify what an author does and what an illustrator does.
 - b) Relate previous experiences to what is read.
 - c) Use pictures to make predictions.
 - d) Begin to ask and answer questions about what is read.
 - e) Use story language in discussions and retellings.
 - f) Retell familiar stories, using beginning, middle, and end.
 - g) Discuss characters, setting, and events.
- K.10 The student will demonstrate comprehension of nonfiction texts.
- a) Use pictures to identify topic and make predictions.
 - b) Identify text features specific to the topic, such as titles, headings, and pictures.

Writing

- K.11 The student will print in manuscript.
- a) Print uppercase and lowercase letters of the alphabet independently.
 - b) Print his/her first and last names.

- K.12 The student will write to communicate ideas for a variety of purposes.
- a) Differentiate pictures from writing.
 - b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.
 - c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.
 - d) Write left to right and top to bottom.
- K.13 The student will use available technology for reading and writing.

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will begin to communicate ideas in writing.

Oral Language

- 1.1 The student will continue to demonstrate growth in the use of oral language.
 - a) Listen and respond to a variety of electronic media and other age-appropriate materials.
 - b) Tell and retell stories and events in logical order.
 - c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - d) Participate in creative dramatics.
 - e) Express ideas orally in complete sentences.
- 1.2 The student will expand understanding and use of word meanings.
 - a) Increase listening and speaking vocabularies.
 - b) Begin to ask for clarification and explanation of words and ideas.
 - c) Use common singular and plural nouns.
 - d) Use vocabulary from other content areas.
- 1.3 The student will adapt or change oral language to fit the situation.
 - a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation using appropriate voice level in small-group settings.
 - c) Ask and respond to questions.
 - d) Follow simple two-step oral directions.
 - e) Give simple two-step oral directions.
- 1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
 - a) Create rhyming words.
 - b) Count phonemes (sounds) in one-syllable words.
 - c) Blend sounds to make one-syllable words.
 - d) Segment one-syllable words into individual speech sounds (phonemes).
 - e) Add or delete phonemes (sounds) to make new words.

Reading

- 1.5 The student will apply knowledge of how print is organized and read.
- a) Read from left to right and from top to bottom.
 - b) Match spoken words with print.
 - c) Identify letters, words, sentences, and ending punctuation.
 - d) Read his/her own writing.
- 1.6 The student will apply phonetic principles to read and spell.
- a) Use beginning and ending consonants to decode and spell single-syllable words.
 - b) Use two-letter consonant blends to decode and spell single-syllable words.
 - c) Use beginning consonant digraphs to decode and spell single-syllable words.
 - d) Use short vowel sounds to decode and spell single-syllable words.
 - e) Blend beginning, middle, and ending sounds to recognize and read words.
 - f) Use word patterns to decode unfamiliar words.
 - g) Read and spell simple two-syllable compound words.
 - h) Read and spell commonly used sight words.
- 1.7 The student will use semantic clues and syntax to expand vocabulary when reading.
- a) Use words, phrases, and sentences.
 - b) Use titles and pictures.
 - c) Use information in the story to read words.
 - d) Use knowledge of sentence structure.
 - e) Use knowledge of story structure.
 - f) Reread and self-correct.
- 1.8 The student will expand vocabulary.
- a) Discuss meanings of words in context.
 - b) Develop vocabulary by listening to and reading a variety of texts.
 - c) Ask for the meaning of unknown words and make connections to familiar words.
 - d) Use text clues such as words or pictures to discern meanings of unknown words.
 - e) Use vocabulary from other content areas.
- 1.9 The student will read and demonstrate comprehension of a variety of fictional texts.
- a) Preview the selection.
 - b) Set a purpose for reading.
 - c) Relate previous experiences to what is read.
 - d) Make and confirm predictions.
 - e) Ask and answer who, what, when, where, why, and how questions about what is read.
 - f) Identify characters, setting, and important events.
 - g) Retell stories and events, using beginning, middle, and end.
 - h) Identify the main idea or theme.
 - i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

- 1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Preview the selection.
 - b) Use prior and background knowledge as context for new learning.
 - c) Set a purpose for reading.
 - d) Identify text features such as pictures, headings, charts, and captions.
 - e) Make and confirm predictions.
 - f) Ask and answer who, what, where, when, why, and how questions about what is read.
 - g) Identify the main idea.
 - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
- 1.11 The student will use simple reference materials.
- a) Use knowledge of alphabetical order by first letter.
 - b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

- 1.12 The student will print legibly.
- a) Form letters accurately.
 - b) Space words within sentences.
 - c) Use the alphabetic code to write unknown words phonetically.
- 1.13 The student will write to communicate ideas for a variety of purposes.
- a) Generate ideas.
 - b) Focus on one topic.
 - c) Revise by adding descriptive words when writing about people, places, things, and events.
 - d) Use complete sentences in final copies.
 - e) Begin each sentence with a capital letter and use ending punctuation in final copies.
 - f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
 - g) Share writing with others.
- 1.14 The student will use available technology for reading and writing.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

- 2.1 The student will demonstrate an understanding of oral language structure.
 - a) Create oral stories to share with others.
 - b) Create and participate in oral dramatic activities.
 - c) Use correct verb tenses in oral communication.
 - d) Use increasingly complex sentence structures in oral communication.
 - e) Begin to self-correct errors in language use.
- 2.2 The student will expand understanding and use of word meanings.
 - a) Increase listening and speaking vocabularies.
 - b) Use words that reflect a growing range of interests and knowledge.
 - c) Clarify and explain words and ideas orally.
 - d) Identify and use synonyms and antonyms.
 - e) Use vocabulary from other content areas.
- 2.3 The student will use oral communication skills.
 - a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
 - b) Share stories or information orally with an audience.
 - c) Participate as a contributor and leader in a group.
 - d) Retell information shared by others.
 - e) Follow three- and four-step directions.
 - f) Give three- and four-step directions.
- 2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.
 - a) Count phonemes (sounds) within one-syllable words.
 - b) Blend sounds to make one-syllable words.
 - c) Segment one-syllable words into individual speech sounds (phonemes).
 - d) Add or delete phonemes (sounds) to make words.
 - e) Blend and segment multisyllabic words at the syllable level.

Reading

- 2.5 The student will use phonetic strategies when reading and spelling.
- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - c) Decode regular multisyllabic words.
- 2.6 The student will use semantic clues and syntax to expand vocabulary when reading.
- a) Use information in the story to read words.
 - b) Use knowledge of sentence structure.
 - c) Use knowledge of story structure and sequence.
 - d) Reread and self-correct.
- 2.7 The student will expand vocabulary when reading.
- a) Use knowledge of homophones.
 - b) Use knowledge of prefixes and suffixes.
 - c) Use knowledge of antonyms and synonyms.
 - d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - e) Use vocabulary from other content areas.
- 2.8 The student will read and demonstrate comprehension of fictional texts.
- a) Make and confirm predictions.
 - b) Relate previous experiences to the main idea.
 - c) Ask and answer questions about what is read.
 - d) Locate information to answer questions.
 - e) Describe characters, setting, and important events in fiction and poetry.
 - f) Identify the problem and solution.
 - g) Identify the main idea.
 - h) Summarize stories and events with beginning, middle, and end in the correct sequence.
 - i) Draw conclusions based on the text.
 - j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.
- 2.9 The student will read and demonstrate comprehension of nonfiction texts.
- a) Preview the selection using text features.
 - b) Make and confirm predictions about the main idea.
 - c) Use prior and background knowledge as context for new learning.
 - d) Set purpose for reading.
 - e) Ask and answer questions about what is read.
 - f) Locate information to answer questions.
 - g) Identify the main idea.
 - h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.
- 2.10 The student will demonstrate comprehension of information in reference materials.
- a) Use table of contents.
 - b) Use pictures, captions, and charts.
 - c) Use dictionaries, glossaries, and indices.
 - d) Use online resources.

Writing

- 2.11 The student will maintain legible printing and begin to make the transition to cursive.
- 2.12 The student will write stories, letters, and simple explanations.
 - a) Generate ideas before writing.
 - b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
 - c) Expand writing to include descriptive detail.
 - d) Revise writing for clarity.
- 2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
 - a) Recognize and use complete sentences.
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) Capitalize all proper nouns and the word *I*.
 - d) Use singular and plural nouns and pronouns.
 - e) Use apostrophes in contractions and possessives.
 - f) Use contractions and singular possessives.
 - g) Use knowledge of simple abbreviations.
 - h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
 - i) Use commas in the salutation and closing of a letter.
 - j) Use verbs and adjectives correctly in sentences.
- 2.14 The student will use available technology for reading and writing.

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction texts, which relate to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and electronic sources. The student also will write legibly in cursive.

Oral Language

- 3.1 The student will use effective communication skills in group activities.
 - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - b) Ask and respond to questions from teachers and other group members.
 - c) Explain what has been learned.
 - d) Use language appropriate for context.
 - e) Increase listening and speaking vocabularies.
- 3.2 The student will present brief oral reports using visual media.
 - a) Speak clearly.
 - b) Use appropriate volume and pitch.
 - c) Speak at an understandable rate.
 - d) Organize ideas sequentially or around major points of information.
 - e) Use contextually appropriate language and specific vocabulary to communicate ideas.

Reading

- 3.3 The student will apply word-analysis skills when reading.
 - a) Use knowledge of regular and irregular vowel patterns.
 - b) Decode regular multisyllabic words.
- 3.4 The student will expand vocabulary when reading.
 - a) Use knowledge of homophones.
 - b) Use knowledge of roots, affixes, synonyms, and antonyms.
 - c) Apply meaning clues, language structure, and phonetic strategies.
 - d) Use context to clarify meaning of unfamiliar words.
 - e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
 - f) Use vocabulary from other content areas.
 - g) Use word reference resources including the glossary, dictionary, and thesaurus.

- 3.5 The student will read and demonstrate comprehension of fictional text and poetry.
- a) Set a purpose for reading.
 - b) Make connections between previous experiences and reading selections.
 - c) Make, confirm, or revise predictions.
 - d) Compare and contrast settings, characters, and events.
 - e) Identify the author's purpose.
 - f) Ask and answer questions about what is read.
 - g) Draw conclusions about text.
 - h) Identify the problem and solution.
 - i) Identify the main idea.
 - j) Identify supporting details.
 - k) Use reading strategies to monitor comprehension throughout the reading process.
 - l) Differentiate between fiction and nonfiction.
 - m) Read with fluency and accuracy.
- 3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
- a) Identify the author's purpose.
 - b) Use prior and background knowledge as context for new learning.
 - c) Preview and use text features.
 - d) Ask and answer questions about what is read.
 - e) Draw conclusions based on text.
 - f) Summarize major points found in nonfiction texts.
 - g) Identify the main idea.
 - h) Identify supporting details.
 - i) Compare and contrast the characteristics of biographies and autobiographies.
 - j) Use reading strategies to monitor comprehension throughout the reading process.
 - k) Identify new information gained from reading.
 - l) Read with fluency and accuracy.
- 3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.
- a) Use encyclopedias and other reference books, including online reference materials.
 - b) Use table of contents, indices, and charts.

Writing

- 3.8 The student will write legibly in cursive.
- 3.9 The student will write for a variety of purposes.
- a) Identify the intended audience.
 - b) Use a variety of prewriting strategies.
 - c) Write a clear topic sentence focusing on the main idea.
 - d) Write a paragraph on the same topic.
 - e) Use strategies for organization of information and elaboration according to the type of writing.
 - f) Include details that elaborate the main idea.
 - g) Revise writing for clarity of content using specific vocabulary and information.

- 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Use complete sentences.
 - b) Use transition words to vary sentence structure.
 - c) Use the word *I* in compound subjects.
 - d) Use past and present verb tense.
 - e) Use singular possessives.
 - f) Use commas in a simple series.
 - g) Use simple abbreviations.
 - h) Use apostrophes in contractions with pronouns and in possessives.
 - i) Use the articles *a*, *an*, and *the* correctly.
 - j) Use correct spelling for frequently used sight words, including irregular plurals.
- 3.11 The student will write a short report.
- a) Construct questions about the topic.
 - b) Identify appropriate resources.
 - c) Collect and organize information about the topic into a short report.
 - d) Understand the difference between plagiarism and using own words.
- 3.12 The student will use available technology for reading and writing.

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will routinely use word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

Communication: Speaking, Listening, Media Literacy

- 4.1 The student will use effective oral communication skills in a variety of settings.
 - a) Present accurate directions to individuals and small groups.
 - b) Contribute to group discussions across content areas.
 - c) Seek ideas and opinions of others.
 - d) Use evidence to support opinions.
 - e) Use grammatically correct language and specific vocabulary to communicate ideas.
 - f) Communicate new ideas to others.
 - g) Demonstrate the ability to collaborate with diverse teams.
 - h) Demonstrate the ability to work independently.
- 4.2 The student will make and listen to oral presentations and reports.
 - a) Use subject-related information and vocabulary.
 - b) Listen to and record information.
 - c) Organize information for clarity.
 - d) Use language and style appropriate to the audience, topic, and purpose.
- 4.3 The student will learn how media messages are constructed and for what purposes.
 - a) Differentiate between auditory, visual, and written media messages.
 - b) Identify the characteristics of various media messages.

Reading

- 4.4 The student will expand vocabulary when reading.
 - a) Use context to clarify meanings of unfamiliar words.
 - b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
 - d) Develop vocabulary by listening to and reading a variety of texts.
 - e) Use vocabulary from other content areas.

- 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.
- a) Explain the author's purpose.
 - b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
 - c) Identify the main idea.
 - d) Summarize supporting details.
 - e) Identify the problem and solution.
 - f) Describe the relationship between text and previously read materials.
 - g) Identify sensory words.
 - h) Draw conclusions/make inferences about text.
 - i) Make, confirm, or revise predictions.
 - j) Identify cause and effect relationships.
 - k) Use reading strategies throughout the reading process to monitor comprehension.
 - l) Read with fluency and accuracy.
- 4.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Formulate questions that might be answered in the selection.
 - c) Explain the author's purpose.
 - d) Identify the main idea.
 - e) Summarize supporting details.
 - f) Draw conclusions and make simple inferences using textual information as support.
 - g) Distinguish between cause and effect.
 - h) Distinguish between fact and opinion.
 - i) Use prior knowledge and build additional background knowledge as context for new learning.
 - j) Identify new information gained from reading.
 - k) Use reading strategies throughout the reading process to monitor comprehension.
 - l) Read with fluency and accuracy.

Writing

- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
 - b) Focus on one aspect of a topic.
 - c) Use a variety of pre-writing strategies.
 - d) Organize writing to convey a central idea.
 - e) Recognize different modes of writing have different patterns of organization.
 - f) Write a clear topic sentence focusing on the main idea.
 - g) Write two or more related paragraphs on the same topic.
 - h) Use transition words for sentence variety.
 - i) Utilize elements of style, including word choice and sentence variation.
 - j) Revise writing for clarity of content using specific vocabulary and information.
 - k) Include supporting details that elaborate the main idea.

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- a) Use subject-verb agreement.
 - b) Include prepositional phrases.
 - c) Eliminate double negatives.
 - d) Use noun-pronoun agreement.
 - e) Use commas in series, dates, and addresses.
 - f) Incorporate adjectives and adverbs.
 - g) Use correct spelling for frequently used words, including common homophones.
 - h) Use singular possessives.

Research

- 4.9 The student will demonstrate comprehension of information resources to research a topic.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to organize, evaluate, and communicate information.
 - d) Give credit to sources used in research.
 - e) Understand the difference between plagiarism and using own words.

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

Communication: Speaking, Listening, Media Literacy

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
 - a) Participate in and contribute to discussions across content areas.
 - b) Organize information to present in reports of group activities.
 - c) Summarize information gathered in group activities.
 - d) Communicate new ideas to others.
 - e) Demonstrate the ability to collaborate with diverse teams.
 - f) Demonstrate the ability to work independently.
- 5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.
 - a) Maintain eye contact with listeners.
 - b) Use gestures to support, accentuate, and dramatize verbal message.
 - c) Use facial expressions to support and dramatize verbal message.
 - d) Use posture appropriate for communication setting.
 - e) Determine appropriate content for audience.
 - f) Organize content sequentially around major ideas.
 - g) Summarize main points as they relate to main idea or supporting details.
 - h) Incorporate visual media to support the presentation.
 - i) Use language and style appropriate to the audience, topic, and purpose.
- 5.3 The student will learn how media messages are constructed and for what purposes.
 - a) Differentiate between auditory, visual, and written media messages.
 - b) Identify the characteristics and effectiveness of a variety of media messages.

Reading

- 5.4 The student will expand vocabulary when reading.
- a) Use context to clarify meaning of unfamiliar words and phrases.
 - b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
 - d) Identify an author's use of figurative language.
 - e) Use dictionary, glossary, thesaurus, and other word-reference materials.
 - f) Develop vocabulary by listening to and reading a variety of texts.
 - g) Study word meanings across content areas.
- 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
- a) Describe the relationship between text and previously read materials.
 - b) Describe character development.
 - c) Describe the development of plot and explain the resolution of conflict(s).
 - d) Describe the characteristics of free verse, rhymed, and patterned poetry.
 - e) Describe how an author's choice of vocabulary contributes to the author's style.
 - f) Identify and ask questions that clarify various points of view.
 - g) Identify main idea.
 - h) Summarize supporting details from text.
 - i) Draw conclusions and make inferences from text.
 - j) Identify cause and effect relationships.
 - k) Make, confirm, or revise predictions.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.
- 5.6 The student will read and demonstrate comprehension of nonfiction texts.
- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Skim materials to develop a general overview of content and to locate specific information.
 - d) Identify the main idea of nonfiction texts.
 - e) Summarize supporting details in nonfiction texts.
 - f) Identify structural patterns found in nonfiction.
 - g) Locate information to support opinions, predictions, and conclusions.
 - h) Identify cause and effect relationships following transition words signaling the pattern.
 - i) Differentiate between fact and opinion.
 - j) Identify, compare, and contrast relationships.
 - k) Identify new information gained from reading.
 - l) Use reading strategies throughout the reading process to monitor comprehension.
 - m) Read with fluency and accuracy.

Writing

- 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.
- a) Identify intended audience.
 - b) Use a variety of prewriting strategies.
 - c) Organize information to convey a central idea.
 - d) Write a clear topic sentence focusing on the main idea.
 - e) Write multiparagraph compositions.
 - f) Use precise and descriptive vocabulary to create tone and voice.
 - g) Vary sentence structure by using transition words.
 - h) Revise for clarity of content using specific vocabulary and information.
 - i) Include supporting details that elaborate the main idea.
- 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas to indicate interrupters.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for fragments and run-on sentences.
 - i) Eliminate double negatives.
 - j) Use correct spelling of commonly used words.
 - k) Identify and use conjunctions.

Research

- 5.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Construct questions about a topic.
 - b) Collect information from multiple resources including online, print, and media.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Organize information presented on charts, maps, and graphs.
 - e) Develop notes that include important concepts, summaries, and identification of information sources.
 - f) Give credit to sources used in research.
 - g) Define the meaning and consequences of plagiarism.

Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

Communication: Speaking, Listening, Media Literacy

- 6.1 The student will participate in and contribute to small-group activities.
 - a) Communicate as leader and contributor.
 - b) Evaluate own contributions to discussions.
 - c) Summarize and evaluate group activities.
 - d) Analyze the effectiveness of participant interactions.
- 6.2 The student will present, listen critically, and express opinions in oral presentations.
 - a) Distinguish between fact and opinion.
 - b) Compare and contrast viewpoints.
 - c) Present a convincing argument.
 - d) Paraphrase and summarize what is heard.
 - e) Use language and vocabulary appropriate to audience, topic, and purpose.
- 6.3 The student will understand the elements of media literacy.
 - a) Compare and contrast auditory, visual, and written media messages.
 - b) Identify the characteristics and effectiveness of a variety of media messages.
 - c) Craft and publish audience-specific media messages.

Reading

- 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.
 - a) Identify word origins and derivations.
 - b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - d) Identify and analyze figurative language.
 - e) Use word-reference materials.
 - f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

- 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
 - b) Make, confirm, and revise predictions.
 - c) Describe how word choice and imagery contribute to the meaning of a text.
 - d) Describe cause and effect relationships and their impact on plot.
 - e) Use prior and background knowledge as context for new learning.
 - f) Use information in the text to draw conclusions and make inferences.
 - g) Explain how character and plot development are used in a selection to support a central conflict or story line.
 - h) Identify the main idea.
 - i) Identify and summarize supporting details.
 - j) Identify and analyze the author's use of figurative language.
 - k) Identify transitional words and phrases that signal an author's organizational pattern.
 - l) Use reading strategies to monitor comprehension throughout the reading process.
- 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts.
 - b) Use prior knowledge and build additional background knowledge as context for new learning.
 - c) Identify questions to be answered.
 - d) Make, confirm, or revise predictions.
 - e) Draw conclusions and make inferences based on explicit and implied information.
 - f) Differentiate between fact and opinion.
 - g) Identify main idea.
 - h) Summarize supporting details.
 - i) Compare and contrast information about one topic, which may be contained in different selections.
 - j) Identify the author's organizational pattern.
 - k) Identify cause and effect relationships.
 - l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 6.7 The student will write narration, description, exposition, and persuasion.
- a) Identify audience and purpose.
 - b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
 - c) Organize writing structure to fit mode or topic.
 - d) Establish a central idea and organization.
 - e) Compose a topic sentence or thesis statement if appropriate.
 - f) Write multiparagraph compositions with elaboration and unity.
 - g) Select vocabulary and information to enhance the central idea, tone, and voice.
 - h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - i) Revise sentences for clarity of content including specific vocabulary and information.
 - j) Use computer technology to plan, draft, revise, edit, and publish writing.

- 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use subject-verb agreement with intervening phrases and clauses.
 - c) Use pronoun-antecedent agreement to include indefinite pronouns.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Eliminate double negatives.
 - f) Use quotation marks with dialogue.
 - g) Choose adverbs to describe verbs, adjectives, and other adverbs.
 - h) Use correct spelling for frequently used words.

Research

- 6.9 The student will find, evaluate, and select appropriate resources for a research product.
- a) Collect information from multiple sources including online, print, and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Cite primary and secondary sources.
 - e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Communication: Speaking, Listening, Media Literacy

- 7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.
 - a) Communicate ideas and information orally in an organized and succinct manner.
 - b) Ask probing questions to seek elaboration and clarification of ideas.
 - c) Make statements to communicate agreement or tactful disagreement with others' ideas.
 - d) Use language and style appropriate to audience, topic, and purpose.
 - e) Use a variety of strategies to listen actively.
- 7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.
 - a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
 - b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
 - c) Compare/contrast a speaker's verbal and nonverbal messages.
- 7.3 The student will understand the elements of media literacy.
 - a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
 - b) Distinguish between fact and opinion, and between evidence and inference.
 - c) Describe how word choice and visual images convey a viewpoint.
 - d) Compare and contrast the techniques in auditory, visual, and written media messages.
 - e) Craft and publish audience-specific media messages.

Reading

- 7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
- Identify word origins and derivations.
 - Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
 - Identify and analyze figurative language.
 - Identify connotations.
 - Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
- Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
 - Compare and contrast various forms and genres of fictional text.
 - Identify conventional elements and characteristics of a variety of genres.
 - Describe the impact of word choice, imagery, and literary devices including figurative language.
 - Make, confirm, and revise predictions.
 - Use prior and background knowledge as a context for new learning.
 - Make inferences and draw conclusions based on the text.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify the author's organizational pattern.
 - Identify cause and effect relationships.
 - Use reading strategies to monitor comprehension throughout the reading process.
- 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.
- Use prior and background knowledge as a context for new learning.
 - Use text structures to aid comprehension.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Draw conclusions and make inferences on explicit and implied information.
 - Differentiate between fact and opinion.
 - Identify the source, viewpoint, and purpose of texts.
 - Describe how word choice and language structure convey an author's viewpoint.
 - Identify the main idea.
 - Summarize text identifying supporting details.
 - Identify cause and effect relationships.
 - Organize and synthesize information for use in written formats.
 - Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.
- Identify intended audience.
 - Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.
 - Organize writing structure to fit mode or topic.
 - Establish a central idea and organization.
 - Compose a topic sentence or thesis statement.
 - Write multiparagraph compositions with unity elaborating the central idea.
 - Select vocabulary and information to enhance the central idea, tone, and voice.
 - Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
 - Use clauses and phrases for sentence variety.
 - Revise sentences for clarity of content including specific vocabulary and information.
 - Use computer technology to plan, draft, revise, edit, and publish writing.
- 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - Choose appropriate adjectives and adverbs to enhance writing.
 - Use pronoun-antecedent agreement to include indefinite pronouns.
 - Use subject-verb agreement with intervening phrases and clauses.
 - Edit for verb tense consistency and point of view.
 - Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
 - Use quotation marks with dialogue.
 - Use correct spelling for commonly used words.

Research

- 7.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- Collect and organize information from multiple sources including online, print and media.
 - Evaluate the validity and authenticity of sources.
 - Use technology as a tool to research, organize, evaluate, and communicate information.
 - Cite primary and secondary sources.
 - Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts.

Communication: Speaking, Listening, Media Literacy

- 8.1 The student will use interviewing techniques to gain information.
 - a) Prepare and ask relevant questions for the interview.
 - b) Make notes of responses.
 - c) Compile, accurately report, and publish responses.
 - d) Evaluate the effectiveness of the interview.

- 8.2 The student will develop and deliver oral presentations in groups and individually.
 - a) Choose topic and purpose appropriate to the audience.
 - b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
 - c) Use appropriate verbal and nonverbal presentation skills.
 - d) Respond to audience questions and comments.
 - e) Differentiate between standard English and informal language.
 - f) Critique oral presentations.
 - g) Assume shared responsibility for collaborative work.
 - h) Use a variety of strategies to listen actively.

- 8.3 The student will analyze, develop, and produce creative or informational media messages.
 - a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
 - b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
 - c) Use media and visual literacy skills to create products that express new understandings.
 - d) Evaluate sources for relationships between intent and factual content.

Reading

- 8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.
- Identify and analyze an author's use of figurative language.
 - Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
 - Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
 - Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
 - Discriminate between connotative and denotative meanings and interpret the connotation.
 - Extend general and specialized vocabulary through speaking, listening, reading, and writing.
- 8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- Explain the use of symbols and figurative language.
 - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
 - Understand the author's use of conventional elements and characteristics within a variety of genres.
 - Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
 - Compare and contrast authors' styles.
 - Identify and ask questions that clarify various viewpoints.
 - Identify the main idea.
 - Summarize text relating supporting details.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Use prior and background knowledge as a context for new learning.
 - Use reading strategies to monitor comprehension throughout the reading process.
- 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.
- Draw on background knowledge and knowledge of text structure to understand selections.
 - Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
 - Analyze the author's qualifications, viewpoint, and impact.
 - Analyze the author's use of text structure and word choice.
 - Analyze details for relevance and accuracy.
 - Differentiate between fact and opinion.
 - Identify the main idea.
 - Summarize the text identifying supporting details.
 - Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
 - Identify cause and effect relationships.
 - Evaluate, organize, and synthesize information for use in written and oral formats.
 - Use reading strategies to monitor comprehension throughout the reading process.

Writing

- 8.7 The student will write in a variety of forms, including narration, exposition, persuasion, and informational.
- a) Identify intended audience.
 - b) Use prewriting strategies to generate and organize ideas.
 - c) Distinguish between a thesis statement and a topic sentence.
 - d) Organize details to elaborate the central idea and provide unity.
 - e) Select specific vocabulary and information for audience and purpose.
 - f) Use interview quotations as evidence.
 - g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.
- 8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
 - b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
 - c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
 - d) Maintain consistent verb tense across paragraphs.
 - e) Use comparative and superlative degrees in adverbs and adjectives.
 - f) Use quotation marks with dialogue and direct quotations.
 - g) Use correct spelling for frequently used words.

Research

- 8.9 The student will apply knowledge of appropriate reference materials to produce a research product.
- a) Collect and synthesize information from multiple sources including online, print and media.
 - b) Evaluate the validity and authenticity of texts.
 - c) Use technology as a tool to research, organize, evaluate, and communicate information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
 - f) Publish findings and respond to feedback.
 - g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Nine

The ninth-grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Communication: Speaking, Listening, Media Literacy

- 9.1 The student will make planned oral presentations independently and in small groups.
- a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - e) Use verbal and nonverbal techniques for presentation.
 - f) Evaluate impact and purpose of presentation.
 - g) Credit information sources.
 - h) Give impromptu responses to questions about presentation.
 - i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
 - j) Use a variety of strategies to listen actively.
 - k) Summarize and evaluate information presented orally by others.
 - l) Assume shared responsibility for collaborative work.
- 9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.
- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
 - b) Determine the purpose of the media message and its effect on the audience.
 - c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
 - d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
 - e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading

- 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
- a) Identify author's main idea and purpose.
 - b) Summarize text relating supporting details.
 - c) Identify the characteristics that distinguish literary forms.
 - d) Use literary terms in describing and analyzing selections.
 - e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
 - g) Analyze the cultural or social function of a literary text.
 - h) Explain the relationship between the author's style and literary effect.
 - i) Explain the influence of historical context on the form, style, and point of view of a written work.
 - j) Compare and contrast author's use of literary elements within a variety of genres.
 - k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
 - l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
 - m) Use reading strategies to monitor comprehension throughout the reading process.

- 9.5 The student will read and analyze a variety of nonfiction texts.
- a) Recognize an author's intended purpose for writing and identify the main idea.
 - b) Summarize text relating supporting details.
 - c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
 - d) Identify characteristics of expository, technical, and persuasive texts.
 - e) Identify a position/argument to be confirmed, disproved, or modified.
 - f) Evaluate clarity and accuracy of information.
 - g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
 - h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
 - i) Differentiate between fact and opinion.
 - j) Organize and synthesize information from sources for use in written and oral presentations.
 - k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

- 9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
- a) Generate, gather, and organize ideas for writing.
 - b) Plan and organize writing to address a specific audience and purpose.
 - c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
 - d) Write clear, varied sentences using specific vocabulary and information.
 - e) Elaborate ideas clearly through word choice and vivid description.
 - f) Arrange paragraphs into a logical progression.
 - g) Use transitions between paragraphs and ideas.
 - h) Revise writing for clarity of content, accuracy and depth of information.
 - i) Use computer technology to plan, draft, revise, edit, and publish writing.
- 9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
 - e) Distinguish between active and passive voice.
 - f) Proofread and edit writing for intended audience and purpose.

Research

- 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.
- a) Use technology as a tool for research to organize, evaluate, and communicate information.
 - b) Narrow the focus of a search.
 - c) Find, evaluate, and select appropriate sources to access information and answer questions.
 - d) Verify the validity and accuracy of all information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Credit the sources of quoted, paraphrased, and summarized ideas.
 - g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Communication: Speaking, Listening, Media Literacy

- 10.1 The student will participate in, collaborate in, and report on small-group learning activities.
- a) Assume responsibility for specific group tasks.
 - b) Collaborate in the preparation or summary of the group activity.
 - c) Include all group members in oral presentation.
 - d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
 - e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
 - f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
 - g) Access, critically evaluate, and use information accurately to solve problems.
 - h) Evaluate one's own role in preparation and delivery of oral reports.
 - i) Use a variety of strategies to listen actively.
 - j) Analyze and interpret other's presentations.
 - k) Evaluate effectiveness of group process in preparation and delivery of oral reports.
- 10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.
- a) Use media, visual literacy, and technology skills to create products.
 - b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - c) Determine the author's purpose and intended effect on the audience for media messages.
 - d) Identify the tools and techniques used to achieve the intended focus.

Reading

- 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.
- a) Identify main and supporting ideas.
 - b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - d) Analyze the cultural or social function of literature.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
 - g) Explain the influence of historical context on the form, style, and point of view of a literary text.
 - h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
 - i) Compare and contrast literature from different cultures and eras.
 - j) Distinguish between a critique and a summary.
 - k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
 - l) Compare and contrast character development in a play to characterization in other literary forms.
 - m) Use reading strategies to monitor comprehension throughout the reading process.
- 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.
- a) Identify text organization and structure.
 - b) Recognize an author's intended audience and purpose for writing.
 - c) Skim manuals or informational sources to locate information.
 - d) Compare and contrast informational texts.
 - e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
 - f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
 - g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - h) Use reading strategies throughout the reading process to monitor comprehension.

Writing

- 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Synthesize information to support the thesis.
 - c) Elaborate ideas clearly through word choice and vivid description.
 - d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
 - e) Organize ideas into a logical sequence using transitions.
 - f) Revise writing for clarity of content, accuracy, and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
- 10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Distinguish between active and passive voice.
 - b) Apply rules governing use of the colon.
 - c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Analyze the writing of others.
 - f) Describe how the author accomplishes the intended purpose of a piece of writing.
 - g) Suggest how writing might be improved.
 - h) Proofread and edit final product for intended audience and purpose.

Research

- 10.8 The student will collect, evaluate, organize, and present information to create a research product.
- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy, validity, and usefulness of information.
 - d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.

* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Communication: Speaking, Listening, Media Literacy

- 11.1 The student will make informative and persuasive presentations.
 - a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Address counterclaims.
 - d) Support and defend ideas in public forums.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Monitor listening and use a variety of active listening strategies to make evaluations.
 - g) Use presentation technology.
 - h) Collaborate and report on small-group learning activities.
- 11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
 - a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
 - b) Use media, visual literacy, and technology skills to create products.
 - c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - d) Determine the author's purpose and intended effect on the audience for media messages.

Reading

- 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.
- a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- 11.5 The student will read and analyze a variety of nonfiction texts.
- a) Use information from texts to clarify understanding of concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Generalize ideas from selections to make predictions about other texts.
 - d) Draw conclusions and make inferences on explicit and implied information using textual support.
 - e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - f) Identify false premises in persuasive writing.
 - g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

Writing

- 11.6 The student will write in a variety of forms, with an emphasis on persuasion.
- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
 - b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
 - c) Organize ideas in a sustained and logical manner.
 - d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
 - e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - f) Revise writing for clarity of content, accuracy and depth of information.
 - g) Use computer technology to plan, draft, revise, edit, and publish writing.
 - h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
- 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Distinguish between active and passive voice.
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - f) Proofread and edit writing for intended audience and purpose.

Research

- 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
 - f) Synthesize and present information in a logical sequence.
 - g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - h) Revise writing for clarity of content, accuracy, and depth of information.
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
 - j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Grade Twelve

The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product, by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

Communication: Speaking, Listening, Media Literacy

- 12.1 The student will make a formal oral presentation in a group or individually.
- a) Choose the purpose of the presentation.
 - b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
 - c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
 - d) Use media, visual literacy, and technology skills to create and support the presentation.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - f) Collaborate and report on small group learning activities.
 - g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
 - h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
 - i) Critique effectiveness of presentations.
- 12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - b) Determine the author's purpose and intended effect on the audience for media messages.

Reading

- 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
 - b) Use context, structure, and connotations to determine meanings of words and phrases.
 - c) Discriminate between connotative and denotative meanings and interpret the connotation.
 - d) Identify the meaning of common idioms, literary and classical allusions in text.
 - e) Expand general and specialized vocabulary through speaking, reading, and writing.
 - f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.
- a) Compare and contrast the development of British literature in its historical context.
 - b) Recognize major literary forms and their elements.
 - c) Recognize the characteristics of major chronological eras.
 - d) Relate literary works and authors to major themes and issues of their eras.
 - e) Analyze the social and cultural function of British literature.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Compare and contrast traditional and contemporary poems from many cultures.
 - h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
 - i) Compare and contrast dramatic elements of plays from American, British, and other cultures.
- 12.5 The student will read and analyze a variety of nonfiction texts.
- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
 - b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
 - c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - e) Identify false premises in persuasive writing.
 - f) Draw conclusions and make inferences on explicit and implied information using textual support.

Writing

- 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.
- a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
 - b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
 - c) Clarify and defend a position with precise and relevant evidence.
 - d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - e) Use a variety of rhetorical strategies to accomplish a specific purpose.
 - f) Create arguments free of errors in logic and externally supported.
 - g) Revise writing for clarity of content, depth of information and technique of presentation.
 - h) Use computer technology to plan, draft, revise, edit, and publish writing.
- 12.7 The student will write, revise, and edit writing.
- a) Edit, proofread, and prepare writing for intended audience and purpose.
 - b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Research

- 12.8 The student will write documented research papers.
- a) Use technology as a tool to research, organize, evaluate, and communicate information.
 - b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
 - c) Critically evaluate the accuracy, quality, and validity of the information.
 - d) Synthesize information to support the thesis and present information in a logical manner.
 - e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Revise writing for clarity, depth of information, and technique of presentation.
 - g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
 - h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.